DOCUMENT RESUME

ED 368 690 SP 035 112

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TITLE The Effects of Summer Student Teaching on Traditional and Nontraditional Elementary Preservice Teachers: Matching Resources with Student Needs.
PUB DATE Feb 94
NOTE 40p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (74th, Atlanta, GA, February 12-16, 1994).
PUB TYPE Speeches/Conference Papers (150) -- Reports - Research/Technical (143) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Elementary Education; Higher Education; Nontraditional Students; Preservice Teacher Education; *Program Effectiveness; *Student Attitudes; *Student Teaching; *Summer Schools; *Year Round Schools
IDENTIFIERS Preservice Teachers

ABSTRACT

This study sought to determine if summer student teaching in year-round elementary schools could provide preservice teachers with a viable alternative to traditional spring and fall programs. Data were collected on student demographics, students' attitudes toward year-round schooling, autobiographical surveys, and students' overall attitudes and beliefs about teaching. Seventy-nine elementary preservice teachers participated in 17 schools, in which pupils attended school for 60 school days and then were on vacation for 15 school days. The pilot program involved 12 weeks of student teaching experience, with cooperating teachers receiving a stipend for their efforts, university supervisors observing their student teachers a minimum of eight times during the experience, and student teachers attending a 2-hour student teaching seminar each week. Results revealed that students chose summer student teaching because they wanted to complete their requirements sooner. The major concern cited by students involved the impact of track breaks and having to move into an unfamiliar classroom as a result of a track change. Sixty percent of "traditional" students and 89 percent of "nontraditional" students agreed that summer was an appropriate time to student teach. Recommendations are offered for program planning. Data collection instruments are appended. (Contains 15 references.) (JDD)

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The Effects of Summer Student Teaching on Traditional and Nontraditional Elementary Preservice Teachers: Matching resources with student needs

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Paper presented at the annual meeting of the Association of Teacher Educators February, 1994 Atlanta, Georgia

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The Effects of Summer Student Teaching on Traditional and Nontraditional Elementary Preservice Teachers: Matching resources with student needs

Introduction

Many potential preservice teachers fail to enter teacher preparation programs because of rigid teacher education requirements that do not take into account students' personal needs apart from teacher education (Fischetti, Dittmer, Ochs, & Clark, 1989). Family and financial responsibilities often make it difficult for preservice teachers to meet the demands of teacher education field-based coursework (Russell, 1989). Without flexibility in teacher education programs, talented and capable potential teachers may select careers that are more friendly toward their personal, family, and financial needs (Fischetti et al., 1989).

The changing demographics of preservice teacher populations (Bennett, 1991; Berliner, 1988), and the cost of obtaining a college degree, are two factors that make attracting and retaining quality preservice teachers difficult. Teacher education must provide options suited to the non-academic needs of traditional and nontraditional preservice teachers (see also Freidus, 1992). Bullough, Knowles, and Crow (1992) assert that no single approach to teacher education will meet the needs of an increasingly diverse teacher education population. In accordance, studies are needed that explore ways teacher education can be restructured for preservice teachers without compromising the quality of teacher preparation programs.

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Summer Student Teaching

Student teaching practices need to change (Colton & Sparks-Langer, 1992). Guyton and McIntyre (1990) suggest that five important changes are occurring. First, early field experiences have been expanded to place students in classroom settings sooner in their teacher education programs. Second, students can now student teach in locations far from university settings. Third, fifth year programs provide internship opportunities for extended student teaching time. Fourth, studies about the quality of student teaching supervision are increasing. Fifth, research in student teaching has become more naturalistic which allows teacher educators to look at student teaching in ways that go beyond experimental research.

Where year-round schooling is implemented, teacher education programs can further restructure student teaching programs. Specifically, where teacher education programs have access to year-round schooling, studies could explore the use of summer year-round schooling as an alternative to spring and fall semester student teaching. Many growing urban and rural communities are implementing year-round schooling to house growing student populations. Because students in a year-round setting are in school during summer months, for the first time summer student teaching can be considered as another option to fall and spring semester student teaching. Students and parents in public schools have already accepted the year-round concept, however, teacher educators have not always responded to this changing phenomenon by providing program options for preservice teachers.

Year-round education places students on track schedules that rotate their time in and out of school. Summer vacation is spread throughout the school year. When one track is on break and away from the school, other tracks are in session; thus, student enrollment can be

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increased by up to twenty-five percent because not all students will be in school at one time. Year round schooling has multiple financial, logistical, and academic benefits to school districts and to teacher educators (see Richmond, 1977).

In studies conducted at the University of Massachusetts at Amherst and the University of Louisville, Fischetti et al., 1989 reported that summer was an effective time for student teaching. However, the studies pointed out that many potential nontraditional preservice teachers selected other careers because rigid teacher preparation programs did not accommodate their individual work schedules and family needs.

In another study, Russell (1989) described the benefits for students who completed their student teaching over two summers. In two five-week segments during consecutive summers, preservice teachers at Salem College completed student teaching in one remedial and one advanced learning classroom setting. One benefit of summer student teaching reported by Russell (1989) was flexible scheduling. The program allowed students to maintain their jobs and still meet their student teaching requirements. Other students did not have to return to the College for an additional fall semester to student teach. As a result, they were able to graduate sooner because of summer options.

Summer student teaching is not without limitations and challenges, and it may not be for every student. Fischetti et. al., (1989) reported that summer student teaching meant a reduction in the amount of time spent learning in this context over traditional semester programs. Furthermore, students entered the classroom and began student teaching almost immediately, making it difficult for them to find the time to challenge old notions about teaching. Fischetti et al., (1989) concluded that teacher educators should carefully screen

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applicants to ensure that they can cope with the demands of summer student teaching. In sum, with the advent of year-round schooling, studies are needed that explore how summer student teaching in a year-round setting can enhance teacher education programs.

Purpose of the Study

The purpose of this study was to determine if summer student teaching in year-round elementary schools could provide preservice teachers with a viable alternative to traditional spring and fall programs. Guiding this two-year study were three objectives: (1) to provide a description of the pilot project, (2) to give a profile of the strengths and weaknesses of a summer student teaching program in year-round schools, and (3) to produce a summative evaluation about the pilot summer student teaching program.

Methodology

Research Method

Borg and Gall (1983) suggested that descriptive studies are primarily concerned with finding out "what is". A research tool for descriptive studies is the questionnaire method of survey. The functions of survey research were concisely stated by Isaac and Michael (1971, p. 18):

1. To collect detailed factual information that describes existing phenomena.
2. To identify problems or justify current conditions and practices.
3. To make comparisons and evaluations.
4. To determine what others are doing with similar problems or situations and benefit from their experiences in making future plans and decisions.

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In addition, Bogdan and Biklen (1982) asserted a naturalistic approach to data collection allows for multiple meanings. Combining the descriptive thesis with a naturalistic approach, the researchers determined that open-ended questions would illuminate the participants' perceptions of summer student teaching and of its effectiveness in preparing them to begin teaching two weeks after the completion of the student teaching experience (assuming they were hired for the fall semester).

Data Source

In this study, the researchers developed a series of "Research Moments" that were administered throughout the course of the summer student teaching experience. These "moments" were predetermined and data collection followed a timeline for the purpose of collecting summative data. The four Research Moments were designed to address the following: 1) student demographics; 2) students' attitudes toward year-round schooling; 3) autobiographical surveys, and 4) students' overall attitudes and beliefs about teaching. The Research Moments were administered during weeks one, two, eight, and twelve. Copies of each data collection instrument are included in Appendix A.

Procedures

Seventy-nine elementary preservice teachers participated in pilot summer student teaching programs at Urban University (UU) in the desert southwest, USA. The 79 students were assigned to 156 cooperating teachers in seventeen year-round elementary schools.

Based on information acquired in an autobiographical questionnaire referred to as Research Moment #1 (RM #1), participants were categorized as traditional or nontraditional. Traditional students were identified as those who were 25 years of age or younger and were

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entering teaching as their first career. Traditional students either entered teacher preparation following high school graduation or remained in school to complete requirements for a teaching license after having obtained a degree other than in education. The work experience of the traditional preservice teachers was limited to summer and/or part time work. For this study, participants 26 years of age or older were considered to be nontraditional; these students entered teaching after spending time in other careers or after engaging in parenting duties.

Upon receipt of the completed Research Moments, the data were prepared for data analysis. Initially, narrative comments from open-ended questions were recorded as written. The data were organized by the frequency of the responses for each survey item and were reported in tabular form. The data included in this report were obtained from the Research Moments exclusively.

Background Information

Preliminary Steps

In meetings held in September 1991, College of Education representatives and year-round-school principals discussed the feasibility of a pilot summer student teaching program. The pilot program was further discussed and supported by various university and school district committees (Teacher Education Commission, Council on Field Experiences, and Joint Council on Field Experiences). In October 1991, faculty submitted any concerns they had about the proposed program to the Director of Teacher Education. Faculty concerns were discussed with the year-round-school principals. On November 8, education faculty approved the pilot summer student teaching program for the summer 1992. Student teaching

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applications were due from students on February 20, 1992; by March 20 students were notified of their acceptance into the summer program for 1992. The same procedures and timelines were followed for the second year of this study. Twenty-eight applicants applied and were accepted for 1992 and fifty-one for 1993.

Demographics

Participants in this study included thirty females and one male in the traditional group of student teachers; the nontraditional group included forty females and eight males. The 70 females and nine males in this study reflected national trends in female to male ratios in teacher education.

Fifteen of the traditional students attended high school in urban settings; eleven attended in suburban settings and five attended rural high schools. In the nontraditional group, sixteen students attended urban and sixteen attended rural high schools; twelve students attended suburban high schools. One student in the nontraditional group did not attend high school; three students attended high school outside the United States.

Nineteen traditional participants were married. In the nontraditional group, thirty-eight participants were married, four were single (never married), and six were separated, divorced, or widowed.

Eight of the traditional students were parents. Thirty-eight of the nontraditional participants had families that ranged in size from one to six children.

One traditional student was Hispanic, one was Asian American, and the remaining were Caucasian. Ethnic backgrounds were varied in the nontraditional group; 41 students were Caucasian, four were Hispanic, two were African American, and one was Indian.

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Academically, 28 of 31 traditional students were seeking their undergraduate degree. Thirty-six students in the nontraditional group were completing requirements for their undergraduate degree; nine students already held their undergraduate degree and were completing the requirements for a teaching license; three students were completing requirements for a Masters degree in Education as well as for a teaching license.

Fifteen traditional students reported having some experience with year-round-schools; 24 nontraditional students indicated they had previous experience with year-round-schools. The demographics of both the traditional and nontraditional student teachers are shown in Table 1.

Student Teaching Experience

During the fall and spring semesters, student teaching at UU is a 15-week program. It is also the culminating experience in the teacher education sequence. Students are assigned to schools in the 14th largest school district in the United States. This district is in an urban setting consisting of 120 elementary schools, 24 middle/junior high schools, and 21 senior high schools that housed 136,039 students in 1992 (K-12). UU's student teachers are typically assigned to a self-contained classroom with one or two cooperating teachers who are considered master teachers based on criteria established by the school district and university personnel.

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Table 1

Demographics of Summer Student Teachers

	Traditional	Nontraditional
Age Range		
18-25	31	0
26-35	0	23
36-45	0	22
46-55	0	3
Gender		
Female	31	40
Male	1	8
High School		
Urban	15	16
Suburban	11	16
Rural	5	12
No high school	0	1
Outside of the U.S.	0	3
Marital Status		
Married	19	38
Single	12	4
No longer married	0	6
Number of Children	0-2	0-6
Ethnic Background		
Caucasian	29	41
Hispanic	1	4
African American	0	2
Other	1	1
Degree Level		
B.A./B.S.	28	36
Graduate/Licensure	3	9
M.Ed.	0	3

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Pilot Program Description

For the summer pilot program, the Coordinator of Field Experiences at UU and the school district administrative specialist cooperatively assigned 79 student teachers to 159 year-round elementary schools for the 12-week student teaching experience. Decisions for site placement were based on student teachers' grade level preference. In planning for the pilot summer program for 1992, district administrators agreed to place a maximum of 30 student teachers. Enrollment in the summer program was open to any preservice teacher who had completed all requirements (e.g., GPA, all course work) for student teaching. All 28 students who applied for placement in the summer student teaching program for 1992 were accepted. All 51 students who applied for the 1993 program were also accepted. As was true during the fall and spring semesters, cooperating teachers involved in the student teaching program received a stipend for their efforts. A university supervisor was assigned to each school site to monitor each student teacher's performance and to act as a liaison between district and university personnel. University supervisors observed their student teachers a minimum of eight times during both summers.

The student teachers attended a two-hour student teaching seminar each week that was scheduled late in the afternoon to avoid conflicts with activities in the host schools. The seminar model incorporated both large and small group participation. Large group seminars included all student teachers who were involved in the summer program; these seminars were held both on and off campus. In the large group, resource speakers presented topics (e.g., licensure procedures, classroom management techniques) that were pertinent to all student teachers. Each small group consisted of 14 students. Topics for the small group discussions

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were determined by the student teachers and tended to focus on their experiences in the classroom.

Results

The pilot project

Seventy-nine student teachers participated in two 12-week summer student teaching program; program one began on May 18, 1992 and ended on August 7, 1992 and program two began on May 17, 1993 and ended on August 8, 1993. During the week prior to the beginning of each program, student teachers, cooperating teachers, and supervisors received an orientation to student teaching expectations, district policies, and school sites. Student teachers were assigned to 159 cooperating teachers in seventeen year-round elementary schools. Students included undergraduates, M.Ed. and licensure candidates, and students who already had a degree and were completing requirements for a teaching license. Student teachers were supervised by eight university supervisors.

Thirty-one student teachers were classified as traditional students; forty-eight students met the criteria for classification as nontraditional students. Because of track changes in the year-round setting, twenty-five of the traditional participants were assigned to two cooperating teachers; two student was assigned to three cooperating teachers; and four of the traditional participants remained with the same teacher throughout the 12-week period. In the nontraditional group, forty-four students were assigned to two cooperating teachers; four students remained with the same teacher throughout the experience.

The year-round schools that participated in the pilot program were on a 60-15 tracking plan. In this tracking plan, pupils attended school for 60 school days (12 weeks)

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and were on vacation for a period of 15 school days (3 weeks). The district's 1991-1992 year-round school calendar can be found in Appendix B.

The primary reasons that both traditional and nontraditional students gave for self-selecting summer student teaching was to complete their requirements as soon as possible. The students' reasons for wanting to finish sooner appeared to the researchers to reflect the following needs and desires: (1) financial need; (2) desire to obtain a teaching position for the fall term; (3) adherence to or acceleration of the timeline for graduation; (4) need to move or relocate; and (5) desire to teach in a year-round school. These categories resulted from student responses such as, "I felt it would be a unique experience to be the first to do this, and I wanted to finish and get a contract for the fall" (Tia, RM #1). Another participant stated, "My husband will be continuing his graduate education and will be quitting his full-time job and taking a graduate assistantship. We need the money" (Melanie, RM #1). Having met all other requirements for graduation except student teaching, one participant responded, "I didn't want to wait until fall to do my student teaching. I finished all of my classes last spring" (Bonnie, RM #1). One participant's husband was being transferred and she saw summer student teaching as a means of "finishing my degree before moving" (Maria, RM #1). Other inferences to mobility included, "I wanted to finish my degree before I leave town" (Sandra, RM #1). Some participants were anxious to begin teaching and offered the following reasons for selecting summer student teaching: Tammy stated: "I am ready to begin teaching" (RM #1); others said, "I am excited about beginning a new career" (Brenda, RM #1), and "I want to teach as soon as possible" (Elaine, RM #1). One nontraditional student reported that "my children (1st and 3rd grades) are on Track 4

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and they will be in school anyway plus get a job earlier than December" (Lisa, RM #1). For each of these respondents, the summer student teaching program provided the students with an opportunity to meet their perceived needs.

Profile of Perceptions of a Summer Student Teaching Program

After the first week in the schools, students were asked to identify concerns that they had about teaching in a year-round school (RM #2, question 2). The major concern cited by all of the traditional students involved the impact of track breaks; their responses follow:

- Some student teachers have different teachers in different tracks so they switch teachers.. I don't think this provides student teachers with a "real" teacher and classroom experience.
- Not having the same class the entire time concerned me at first, but now I see it as a positive thing.
- I'm concerned with going into a new classroom for three weeks while my class is on track break. It will seem like starting over but will be a good learning experience for flexibility.
- "Spring Fever" of students and teachers. Going into a new classroom during track breaks - as a teacher leaving a class at the end of the year to face a new class as short as 2 weeks later (development).
- Students have already learned most skills and it makes it very difficult to establish some sort of progression.
- The main concern has been track breaks. My students leave on track break and they return the last three weeks when I have to take over all subjects and be responsible for just about everything.
- Going into a different grade and different grade level for 2 weeks. I'm in 3rd and they gave me a 5th.
- Trying to get all the teaching that I need to get done before the end of this summer student teaching experience.

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Six of the nontraditional student teachers indicated that they did not have any concerns about student teaching in a year-round school; three of these students added additional comments.

- No concerns as all 6 of my children attended P.S. 92 and the year-round system has been a part of our lives for many years.
- No concerns. I was thrilled to have this opportunity!
- Nothing. My children attend year-round school and I would love to teach at one permanently.

Initial concerns of the remaining nontraditional students included: moving into an unfamiliar classroom as a result of a track change; having inadequate time to develop teaching skills; the possible negative effects of hot weather on pupil learning; and planning lessons in a year-round school. After the first week in the schools, nontraditional students described their concerns as follows:

- What the heck do I do in my "alternate" teacher's classroom, while my "real" class is away on break?
- Too many things I would want to bring into a classroom. If I were placed in a year-round school I wouldn't bring in fish tanks, etc., because I may not be in the same room when I return.
- How to set-up a classroom - building lessons for an entire year.
- The tracking schedule. Three weeks in an unfamiliar situation during a critical time in my preparation and learning to teach.
- The shorter time in student teaching compared to students in spring and fall.
- Do the students react the same when siblings are out for summer break? Do the high temperatures have any effect on students' learning?
- My class goes off track June 10th for 2 1/2 weeks - just when I'll really be going full force.

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- Not staying in the same classroom for my whole assignment.

- At first, I was concerned about where I would be placed for the last 3 to 3 1/2 weeks. I found out last week that I will be in another first grade class in the same building.

- Track change unity of staff - children. The lack of unity of staff because they're all in and out at different times; its hard for them to get together as a joint force. Teachers and students.

- Only that we change classes, but it will hopefully be a smooth transition.

- The concern I have is with the track break. I don't know how I will teach almost full time (or full time) and at the same time incorporate myself in room #2's environment. How will I effectively learn the kids names, their needs, etc.?

- I believe that there should be more instructions for the second teacher we deal with. I have been on my own for planning and it makes me very uncomfortable.

- There is less time for me to be involved with a class because the track goes out before I finish student teaching. This means I have less experience as their full-time teacher. I am a bit concerned about not being sure about where I'll be after my track goes out.

During week 12 of both summers, student teachers were asked to recall their initial concerns, the ways in which their concerns were resolved, and their satisfaction with the resolution of their concerns (RM #4, question 12). In the traditional group, twenty-five students recalled concern about changing teachers; three indicated that they had not identified any concerns or did not remember what their concerns were; and three students did not respond. All respondents in the traditional group indicated satisfaction with the resolution of their concerns. One student stated that although changing teachers was a good learning experience, "I would have preferred staying with one teacher and one class. I lost teaching experience as a result".

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Four students in the nontraditional group reported they had no initial concerns or did not remember what they were. In recalling concerns, seventeen students named track changes; four students cited student motivation in the summer; and twelve students were concerned with time factors (the shorter student teaching experience and the brief time between student teaching and the beginning of the fall term). Other single responses relative to concerns included classroom management, planning, and a concern about being a hindrance to the cooperating teacher. All respondents from the nontraditional group indicated that their concerns had been satisfactorily resolved; some of their comments follow:

- Yes, the new master teacher made me feel comfortable and accepted in the classroom.
- Yes, except we didn't know what to expect so it was difficult to know exactly what I was supposed to do in the second class (e.g., when to take over the class entirely, etc.).
- I feel positive about the experience.
- Yes, also I did miss my first class. They had become my students...we all are possessive by nature. It hurt to have someone else move in my old room.

Most students cited the efforts of flexible, understanding, and cooperative teachers and principals for the resolution of their concerns. Four students indicated that interesting and motivating lessons were helpful to them in resolving concerns; this reflection tends to support Lortie's (1975) assertion that teachers determine "a good day" by how things go in the classroom.

In addition to the open-ended questions in Research Moments 1 through 4, students used a 5-point scale (5 = agree; 1 = disagree), to respond to statements about the summer student teaching program (RM #4). A rating of 3 was considered by the researchers to be

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neither agree nor disagree. Student ratings and percentage scores for the traditional group are shown in Table 2; the nontraditional group ratings and percentage scores are shown in Table 3. One traditional participant and two nontraditional participants were absent therefore did not respond.

Based on the data analyses, 60% of the traditional group agreed (none disagreed) and 89% of the nontraditional group agreed (5% disagreed) that summer was an appropriate time to student teach. All (100%) of the traditional group believed that the summer student teaching experience allowed sufficient time to adequately develop teaching skills; in the nontraditional group, 89% agreed (none disagreed) this was the case. Eighty percent of the traditional group and 89% of the nontraditional group reported that summer student teaching was a positive experience; one traditional student (20%) did not rate the experience as positive. Sixty percent of the traditional group and 33% of the nontraditional group believed that summer student teaching **without** track changes would have allowed for a more positive experience; 20% of the traditional group and 50% of the nontraditional group disagreed that this was the case. Eighty percent of the traditional group and 72% of the nontraditional group reported that student motivation in their classroom was <u>not</u> negatively influenced by attending school during the summer; 20% of the traditional group and 16% of the nontraditional group reported that student motivation **was** negatively influenced. According to the traditional group, most (80%) of the cooperating teachers responded to them in positive ways; 94% of the nontraditional group reported positive responses from cooperating teachers. Eighty percent of the traditional group and 94% of the nontraditional students rated their cooperating teachers as competent mentors; one student (20%) in the traditional group

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Table 2

Perceptions of Traditional Student Teachers

Item	Value	Frequency	Percent
Summer is an appropriate time to student teach.	SA	2	40
	A	1	20
	N	2	40
	D	0	0
	SD	0	0
The summer student teaching experience gave me sufficient time to adequately develop my skills as a classroom teacher.	SA	5	100
	A	0	0
	N	0	0
	D	0	0
	SD	0	0
The year-round school track-change experience was a positive one for me.	SA	4	80
	A	0	0
	N	0	0
	D	1	20
	SD	0	0
Summer student teaching in a year-round setting without track changes would have given me a more positive experience.	SA	2	40
	A	1	20
	N	1	20
	D	0	0
	SD	1	20
Student motivation in my classroom was not negatively influenced by attending school during the summer.	SA	2	40
	A	2	40
	N	0	0
	D	1	20
	SD	0	0
My cooperating teacher(s) responded to me in positive ways.	SA	4	80
	A	0	0
	N	1	20
	D	0	0
	SD	0	0
My cooperating teacher was competent at mentoring me through my student teaching experience.	SA	4	80
	A	0	0
	N	0	0
	D	1	20
	SD	0	0
Classroom materials were available to me when needed.	SA	5	100
	A	0	0
	N	0	0
	D	0	0
	SD	0	0
My principal was source of help to me.	SA	4	80
	A	1	20
	N	0	0
	D	0	0
	SD	0	0
It was difficult for me to concentrate on student teaching during the summer.	SA	0	0
	A	0	0
	N	1	20
	D	1	20
	SD	3	60

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Table 3

Perceptions of Nontraditional Student Teachers

Item	Value	Frequency	Percent
Summer is an appropriate time to student teach.	SA	12	67
	A	4	22
	N	1	5
	D	0	0
	SD	1	5
The summer student teaching experience gave me sufficient time to adequately develop my skills as a classroom teacher.	SA	11	61
	A	5	28
	N	2	11
	D	0	0
	SD	0	0
The year-round school track-change experience was a positive one for me.	SA	12	67
	A	4	22
	N	1	5
	D	0	0
	SD	1	5
Summer student teaching in a year-round setting without track changes would have given me a more positive experience.	SA	5	28
	A	1	5
	N	3	17
	D	2	11
	SD	7	39
Student motivation in my classroom was not negatively influenced by attending school during the summer.	SA	9	50
	A	4	22
	N	2	11
	D	1	5
	SD	2	11
My cooperating teacher(s) responded to me in positive ways.	SA	15	83
	A	3	17
	N	0	0
	D	0	0
	SD	0	0
My cooperating teacher(s) was/were competent at mentoring me through my student teaching experience.	SA	15	83
	A	2	11
	N	1	5
	D	0	0
	SD	0	0
Classroom materials were available to me when needed.	SA	18	100
	A	0	0
	N	0	0
	D	0	0
	SD	0	0
My principal was a source of help to me.	SA	12	67
	A	3	17
	N	2	11
	D	1	5
	SD	0	0
It was difficult for me to concentrate on student teaching during the summer.	SA	1	5
	A	0	0
	N	0	0
	D	6	33
	SD	11	61

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did not perceive the cooperating teacher as a competent mentor. All (100%) of both groups reported that classroom materials were always available. All (100%) student teachers in the traditional group and 84% of the nontraditional students rated the principal as helpful; one student (20%) did not perceive the principal to be helpful. Eighty percent of the students in the traditional group and 94% of the nontraditional students disagreed with the following statement: "It was difficult for me to concentrate on student teaching during the summer." None of the traditional students found it difficult to concentrate during the summer whereas one (5%) of the nontraditional group found concentration to be difficult.

Student teachers were asked whether they believed the student teaching experience was different in the summer than it was during the fall and spring semesters. According to one student in the traditional group, summer student teaching was not different than the traditional fall and spring student teaching. Two students in the traditional group reported differences as follows: Steve (RM #4) stated it would be "best to teach in the fall because in the summer you have to take over quick!" Nancy (RM #4) indicated that "having more than one classroom resulted in wasting time on testing and end of the year activities". Three students did not respond to the question. Two respondents in the nontraditional group perceived no differences between summer student teaching and that of the fall and spring semesters; one student didn't know, and two did not respond to the question. Other students' comments about perceived differences between summer and spring or fall student teaching centered around the desire to experience the closing of the school year; the shorter (12-week vs 15-week) student teaching experience; the effects of track changes; the more intense pace

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of the summer program (began teaching sooner); and the extra stress created by the hot weather and the absence of any school breaks.

The student teachers suggested that summer student teaching provided them with: (1) another option for teaching; (2) the opportunity for students to finish their programs sooner; (3) the opportunity to work with multiple teachers and to experience a variety of teaching styles; and, (4) the opportunity to experience the closing of a school year.

Student teachers were asked if the pilot summer student teaching programs should be continued as another option for students. All students in both groups, traditional and nontraditional, agreed that the program should be continued as another option, however, several participants suggested that the program might be more appropriate for students who had prior teaching experience and that students be advised that the program may not be suited to everyone.

When asked to identify ways that the summer student teaching program could be more effective, student teacher supervisors suggested that student teachers should be capable of coping with the pace of the summer program; should be assigned to a maximum of two cooperating teachers during the summer program; and should be assigned to tracks that do not require the student teacher to be assigned to a "new" classroom during the last three weeks of the semester. Supervisors reported that they saw no major problems with summer student teaching; any problems that were experienced were also experienced during the fall and spring semesters. All supervisors recommended the continuation of a summer student teaching program.

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Recommendations

The following recommendations are made for the implementation of the findings of the study.

1. When planning the student teaching orientation, it is recommended that both cooperating teachers are included.
2. When planning a summer student teaching program, it is recommended that university and district personnel identify school sites as early as possible to reduce student anxiety.
3. When planning summer student teaching programs, it is recommended that cooperating teachers be identified earlier (e.g., April 1) so that meetings can be scheduled with the student teacher to develop preliminary plans and an overview of the semester.
4. It is recommended that year-round school principals evaluate the summer student teaching program.
5. In addition to weekly seminar meetings on campus, it is recommended that small group seminars meet once at each school site.

The following recommendations for future research are made as a result of this investigation.

1. It is recommended that the evaluation instruments be refined.
2. It is recommended that data are analyzed according to actual percentage versus adjusted percentage.

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3. It is recommended that a follow-up study be conducted with the 1992 and 1993 summer student teachers who were hired into year-round-schools and 9-month schools.

4. It is recommended that student teachers be assigned to year-round-schools during the fall and spring semesters to determine if different results from those found in this study would be obtained.

5. It is recommended that a study be conducted to determine if there are differences in the fall, summer, and spring student teaching experiences.

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COLLEGE OF EDUCATION
DEPARTMENT OF INSTRUCTIONAL AND CURRICULAR STUDIES
UNIVERSITY OF NEVADA, LAS VEGAS
4505 MARYLAND PARKWAY • LAS VEGAS, NEVADA 89154-3005 • (702) 739-3241/3596

May 19, 1992

Dear UNLV Student Teacher,

As a student teacher, you are involved in a pilot program for summer school student teaching. A research team will be asking questions during the first fifteen minutes of each seminar. This is a means of gathering data in our effort to keep the UNLV Teacher Preparation Program current and responsive to changing educational needs.

In the UNLV teacher education program, we need to be aware of personal and professional needs and strengths of our teacher education candidates. The issues included in the survey instruments will assist us in this process.

We appreciate your contributions in this important endeavor.

Sincerely,

Marie M. Landwer
Coordinator of Field Experiences

Joane McKay
Graduate Coordinator

Jim Birrell
University Supervisor

/tc

RESEARCH MOMENTS #1

Please indicate the last four digits of your social security number _____

Please complete the following items:

1. Which best describes your high school educational setting?

   _____ Urban
   _____ Suburban
   _____ Rural
   _____ Outside of the United States

2. Have you had prior classroom teaching experiences other than the field practicum(s) and student teaching?

   _____ No
   _____ Yes (Describe below)

3. Indicate your age range.

   _____ 18 - 25
   _____ 26 - 35
   _____ 36 - 45
   _____ 46 - 55

4. Gender:
   _____ Female
   _____ Male

5. Marital Status

   _____ Single (never married)
   _____ Married
   _____ Divorced, Separated, Widowed

6. Children?

   _____ No
   _____ Yes
   _____ If yes, how many?

7. What is your Area of Concentration/Minor? _____

8. Ethnic Background:

_____ Asian American
_____ African American
_____ Caucasian
_____ Hispanic
_____ Indian American
_____ Other _____

9. Degree Level:

_____ Undergraduate
_____ Graduate

10. Have you had <u>any</u> previous experience with Year-Round-Schools?

_____ No
_____ Yes (Describe below)

11. What were your reasons for wanting to be included in this pilot summer student teaching program?

12. _____ Name of the school to which you are assigned this summer.

13. Will you be assigned to more than one cooperating teacher?

_____ No
_____ Yes
_____ If yes, how many?

14. If assigned to more than one cooperating teacher, indicate the number of days or weeks that you will be with each.

_____ Cooperating Teacher #1
_____ Cooperating Teacher #2
_____ Cooperating Teacher #3

15. In the classroom where you were reported on Monday, May 18, was it the first day of the track?

_____ Yes
_____ No
_____ If No, what week of the track is your classroom on? (Circle one)

1 2 3 4 5 6 7 8 9 10 11

16. Will the cooperating teacher #1 (one to whom you were first assigned) be going on track break any time during your student teaching?

_____ No
_____ Yes, (If yes, indicate the dates that s/he will be on track break)

17. If your assigned cooperating teacher goes on track break, describe below how you will be involved at the school during the time that s/he is gone?

18. Have you completed any non-degree academic work (e.g., professional development, personal development) that would influence your teaching?

_____ No
_____ Yes (Describe below)

RESEARCH MOMENTS #2

Please indicate the last four digits of your social security number _____

1. In what ways will student teaching in a year-round-school prepare you to become a classroom teacher?

2. What has concerned you about student teaching in a year-round-school?

3. How have you resolved these concerns?

4. To what degree are you satisfied with the ways your concerns have been resolved? (Circle one)

5	4	3	2	1
Very	Mostly	Adequate	Somewhat	Not at all

Comments:

Briefly describe your teaching schedule at your assigned school.

#Number of weeks with Coop Teacher #1 _____*Grade Level*_____
Nature of your involvement in the classroom:

*Number of weeks with Coop Teacher #2*_____*Grade Level*_____
Nature of your involvement in the classroom:

*Number of weeks with Coop Teacher #3*_____*Grade Level*_____
Nature of your involvement in the classroom:

RESEARCH MOMENTS #3

Preservice Teacher Survey

Name:_____ Birthdate:_____

Home Address:_____

Phone:_____ Teaching Field(s):_____

A. Academic Status (circle)

1. Undergraduate student, seeking degree and license
2. Graduate student (bachelors level) seeking license only
3. Graduate student (bachelors level) seeking license and masters degree
4. Graduate student (masters level) seeking license only
5. Other (please explain)

B. Employment Status (circle)

1. Teaching will be my first full time profession/job.
2. Teaching will be my second profession/job. By entering teaching I am changing careers.

NOTE: If you circled number two, please explain.

C. List all your prior and present work positions (dates are not necessary)

D. If you are a parent, list ages of children:_____

E. If you have <u>any</u> relatives that are teachers, school administrators or college instructors, please explain:

F. List <u>any</u> and <u>all</u> activities (including prior work) where you were in the role of an instructor, trainer, counselor or teacher.

H. List all prior education courses:

RESEARCH MOMENTS #4

Please indicate the last four digits of your social security number_____

Please respond to the following questions by selecting the answer that best represents your view.

		Agree				Disagree
1.	Summer is an appropriate time to student teach. Comments:	5	4	3	2	1
2.	The summer student teaching experience gave me sufficient time to adequately develop my skills as a classroom teacher. Comments:	5	4	3	2	1
3.	The year-round-school track-change experience was a positive one for me. Comments:	5	4	3	2	1
4.	Summer student teaching in a year-round setting <u>without track changes</u> would have given me a more positive experience Comments:	5	4	3	2	1

last four digits of social security number_____

5.	Student motivation in my classroom was not negatively influenced by attending school during the.summer. Comments:	5	4	3	2	1
6.	My cooperating teacher(s) responded to me in positive ways. Comments:	5	4	3	2	1
7.	My cooperating teacher(s) was/were competent at mentoring me through my student teaching experience. Comments:	5	4	3	2	1
8.	Classroom materials were available to me when needed. Comments:	5	4	3	2	1
9.	My principal was a source of help to me. Comments:	5	4	3	2	1

last four digits of social security number_____

10. It was difficult for me to concentrate on student teaching during the summer. 5 4 3 2 1
Comments:

Please respond to the following questions:

11. In what ways, if any, was keeping up your student teaching momentum a challenge in the summer?

12. At the beginning of this study we asked you what concerns you had about teaching in a year-round school.

A. What were those concerns?

B. How were those concerns resolved?

C. Were you satisfied with the way your concerns were resolved?

last four digits of social security number_____

D. What concerns do you have that are still unresolved?

13. How do you think your student teaching experience differed from student teaching in the fall and spring terms?

14. If you were to give advice to students considering summer student teaching what would it be?

15. In what ways, <u>if any</u>, did concerns for being hired at the conclusion of summer student teaching influence your experience?

16. Should summer student teaching be continued? Why? **BE SPECIFIC!**

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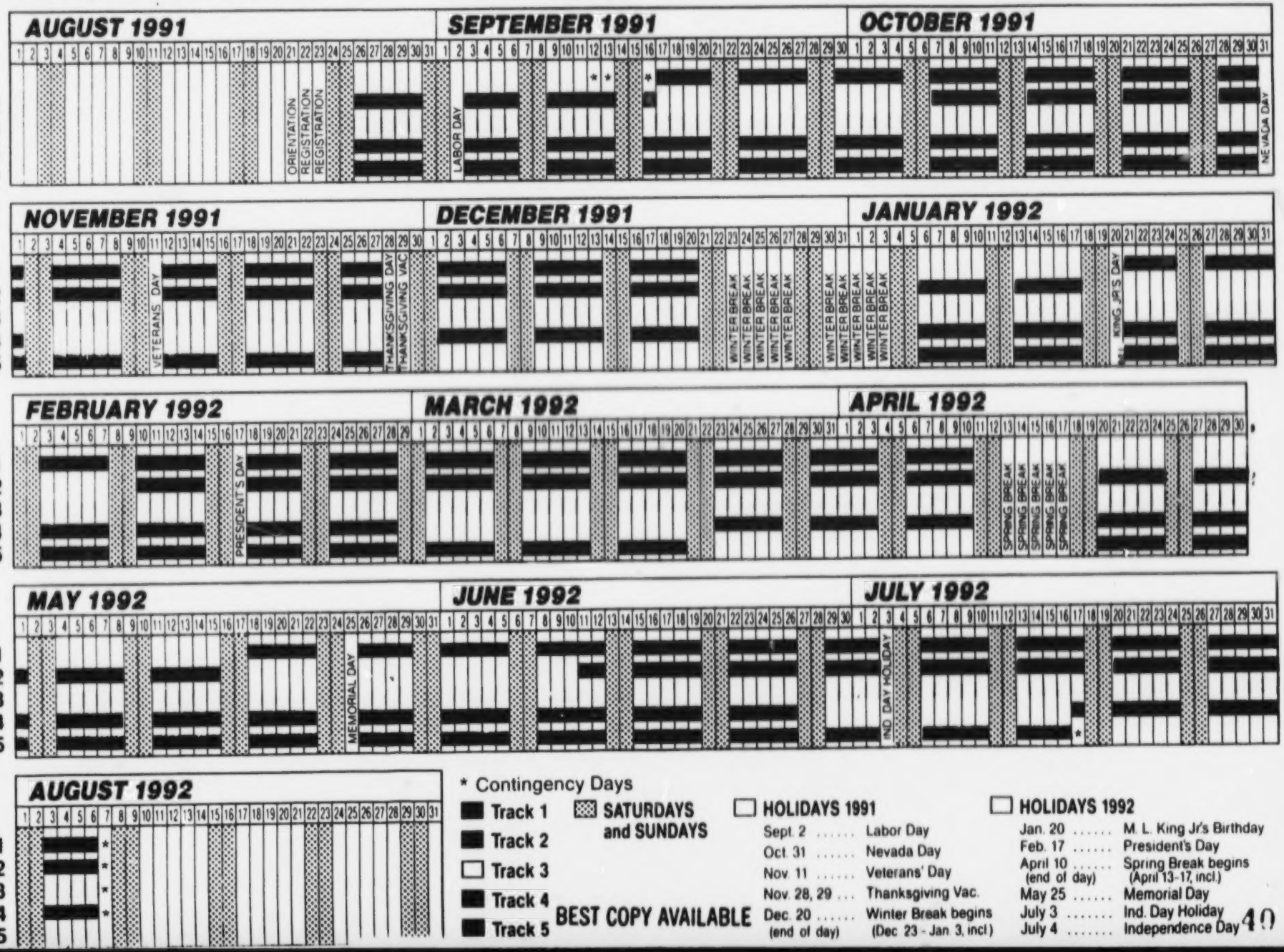
CLARK COUNTY SCHOOL DISTRICT

60-15 YEAR-ROUND SCHOOL CALENDAR / 1991-92



* Contingency Days

- Track 1
- Track 2
- Track 3
- Track 4
- Track 5

SATURDAYS and SUNDAYS

HOLIDAYS 1991

Sept. 2	.....	Labor Day
Oct. 31	.....	Nevada Day
Nov. 11	.....	Veterans' Day
Nov. 28, 29	...	Thanksgiving Vac.
Dec. 20 (end of day)	.....	Winter Break begins (Dec. 23 - Jan. 3, incl.)

HOLIDAYS 1992

Jan. 20	.....	M. L. King Jr's Birthday
Feb. 17	.....	President's Day
April 10 (end of day)	.....	Spring Break begins (April 13-17, incl.)
May 25	.....	Memorial Day
July 3	.....	Ind. Day Holiday
July 4	.....	Independence Day

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